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ABSTRACT

This document details Florida's state, elementary, intermediate, and secondary, social studies standards, approved May 29, 1996. It is divided into four grade level clusters: grades preK-2, grades 3-5, grades 6-8, and grades 9-12. For each cluster the standards are outlined for time, continuity, and change (history); people, places and environments (geography); government and the citizen (civics and government); and economics. (BT)

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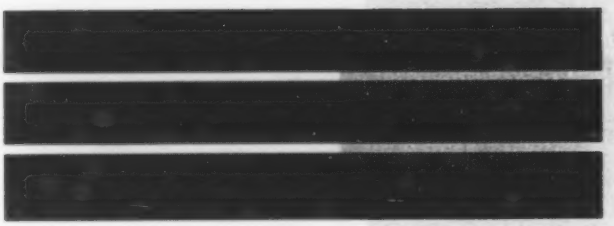

# Sunshine State Standards

# Social Studies

**(Approved May, 29, 1996)**

SO 030 612

David Mosrie

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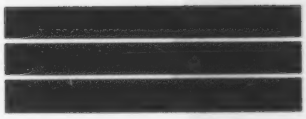
# Sunshine State Standards



# Social Studies

(Approved May 29, 1996)

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# Sunshine State Standards
# Social Studies

## Grades PreK-2

## Grades PreK-2

**Time, Continuity, and Change [History]**

**Standard 1:** The student understands historical chronology and the historical perspective.

1. compares everyday life in different places and times and understands that people, places, and things change over time.
2. understands that history tells the story of people and events of other times and places.
3. knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).
4. understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).

**Standard 2:** The student understands the world from its beginnings to the time of the Renaissance

1. knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).
2. understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).
3. understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).

**Standard 3:** The student understands Western and Eastern civilization since the Renaissance.

1. knows the accomplishments of major scientists and inventors (e.g., specific scientists and

inventors, what they created, and how their creations have influenced society).
2. understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).
3. understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).

**Standard 4:** The student understands U.S. history to 1880.

1. knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).
2. knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran's Day, and President's Day).
3. knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," and the American flag).
4. understands the changes that occurred in people's lives when they moved from faraway places to the United States.

**Standard 5:** The student understands U.S. history from 1880 to the present day.

1. knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).
2 knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veteran's memorials) are associated with state and national history.
3. knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).
4. understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).

**People, Places, and Environments[Geography]**

**Standard 1:** The student understands the world in spatial terms.

1. determines the absolute and relative location of people, places, and things.
2. uses simple maps, globes, and other three-dimensional models to identify and locate places.
3. identifies physical and human features of places in terms of spatial elements.

4. knows areas that can be classified as regions.

**Standard 2:** The student understands the interactions of people and the physical environment.

1. identifies some physical and human characteristics of places.
2. knows how different communities have changed physically and demographically.
3. knows basic needs and how families in the U.S. and other countries meet them.
4. knows the role that resources play in our daily lives.
5. knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

**Government and the Citizen [Civics and Government]**

**Standard 1:** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. knows how various symbols are used to depict Americans' shared values, principles, and beliefs.
2. knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.
3. understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go
4. recognizes major elected officials.
5. knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.
6. understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.

**Standard 2:** The student understands the role of the citizen in American democracy.

1. knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).
2. knows that a responsibility is a duty to do something or not to do something.
3. knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.

**Economics**

**Standard 1:** The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. understands how scarcity affects the choices people make in everyday situations.
2. knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.
3. knows the difference between goods and services and between consumers and producers.
4. understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.

**Standard 2:** The student understands the characteristics of different economic systems and institutions.

1. understands that most people work in jobs in which they produce a few special goods or services.
2. understands the basic concepts of markets and exchanges.
3. understands the basic functions of a bank.
4. understands that people in different places around the world depend on each other for the exchange of goods and services.

## Grades 3-5

**Time, Continuity, and Change [History]**

**Standard 1:** The student understands historical chronology and the historical perspective

1. understands how individuals, ideas, decisions, and events can influence history.
2. uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
3. understands broad categories of time in years, decades, and centuries.

**Standard 2:** The student understands the world from its beginnings to the time of the Renaissance

1. knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).
2. understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective).
3. understands various aspects of family life, structures, and roles in different cultures and in

many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).

4. understands the emergence of different laws and systems of government (e.g., monarchy and republic).
5. understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).
6. knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).
7. understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).

**Standard 3:** The student understands Western and Eastern civilization since the Renaissance.

1. knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.
2. knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).
3. understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).
4. understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).

**Standard 4:** The student understands U.S. history to 1880.

1. understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.
2. understands why Colonial America was settled in regions.
3. knows significant social and political events that led to and characterized the American Revolution.
4. knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).
5. understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.
6. knows the causes, key events, and effects of the Civil War and Reconstruction.

**Standard 5:** The student understands U.S. history from 1880 to the present day.

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.
3. knows the political causes and outcomes of World War I.
4. understands social and cultural transformations of the 1920s and 1930s.
5. understands the social and economic impact of the Great Depression on American society.
6. understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.
7. knows the economic, political, and social transformations that have taken place in the United States since World War II.
8. knows the political and military aspects of United States foreign relations since World War II.

**Standard 6:** The student understands the history of Florida and its people.

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.
4. understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.
5. knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
6. understands the cultural, social, and political features of Native American tribes in Florida's history.
7. understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

**People, Places, and Environments[Geography]**

**Standard 1:** The student understands the world in spatial terms.

1. uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
2. knows how regions are constructed according to physical criteria and human criteria.
3. locates and describes the physical and cultural features of major world political regions.
4. knows how changing transportation and communication technology have affected relationships between locations.

5. knows ways in which people view and relate to places and regions differently.

**Standard 2:** The student understands the interactions of people and the physical environment.

1. understands why certain areas of the world are more densely populated than others.
2. understands how the physical environment supports and constrains human activities.
3. understands how human activity affects the physical environment.
4. understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

**Government and the Citizen [Civics and Government]**

**Standard 1:** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.
2. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.
3. knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at C. the local, state, and national levels (e.g., mayor, governor, and president).
4. knows possible consequences of the absence of government, rules, and laws.
5. knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

**Standard 2:** The student understands the role of the citizen in American democracy.

1. understands the importance of participation through community service, civic improvement, and political activities.
2. understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights ofothers) are important.
3. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
4. knows examples of the extension of the privileges and responsibilities of citizenship.

5. knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

**Economics**

**Standard 1:** The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
2. understands that scarcity of resources requires choices on many levels, from the individual to societal.
3. understands the basic concept of credit.
4. understands that any consumer (e.g., an individual, a household, or a government) has certain rights.
5. understands the concept of earning income and the basic concept of a budget.

**Standard 2:** The student understands the characteristics of different

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.
2. understands the roles that money plays in a market economy.
3. understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.
4. knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

## Grades 6-8

**Time, Continuity, and Change [History]**

**Standard 1:** The student understands historical chronology and the historical perspective

1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
3. knows how to impose temporal structure on historical narratives.

**Standard 2:** The student understands the world from its beginnings to the time of the Renaissance

1. understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
2. knows how major historical developments have had an impact on the development of civilizations.
3. understands important technological developments and how they influenced human society.
4. understands the impact of geographical factors on the historical development of civilizations.
5. knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
6. knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
7. knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
8. knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

**Standard 3:** The student understands Western and Eastern civilization since the Renaissance.

1. understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
2. understands the historical events that have shaped the development of cultures throughout the world.
3. knows how physical and human geographic factors have influenced major historical events and movements.
4. knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.
5. understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

**Standard 4:** The student understands U.S. history to 1880.

1. knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial

patterns, and geographical factors for location such as transportation and food supply).
2. knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
3. understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
4. understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

**Standard 5:** The student understands U.S. history from 1880 to the present day.

1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
2. understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
3. knows the causes and consequences of urbanization that occurred in the United States after1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

**Standard 6:** The student understands the history of Florida and its people

1. understands how immigration and settlement patterns have shaped the history of Florida.
2. knows the unique geographic and demographic characteristics that define Florida as a region.
3. knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
4. understands how the interactions of societies and cultures have influenced Florida's history.
5. understands how Florida has allocated and used resources and the consequences of those economic decisions.

**People, Places, and Environments[Geography]**

**Standard 1:** The student understands the world in spatial terms.

1. uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
2. uses mental maps to organize information about people, places, and environments.
3. knows the social, political, and economic divisions on Earth's surface.

4. understands how factors such as culture and technology influence the perception of places and regions.
5. knows ways in which the spatial organization of a society changes over time.
6. understands ways in which regional systems are interconnected.
7. understands the spatial aspects of communication and transportation systems.

**Standard 2:** The student understands the interactions of people and the physical environment.

1. understands the patterns and processes of migration and diffusion throughout the world.
2. knows the human and physical characteristics of different places in the world and how these characteristics change over time.
3. understands how cultures differ in their use of similar environments and resources.
4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
5. understands the geographical factors that affect the cohesiveness and integration of countries.
6. understands the environmental consequences of people changing the physical environment in various world locations.
7. knows how various human systems throughout the world have developed in response to conditions in the physical environment.
8. knows world patterns of resource distribution and utilization.
9. understands how the interaction between physical and cultural systems affects current conditions on Earth.

**Government and the Citizen [Civics and Government]**

**Standard 1:** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
2. understands major ideas about why government is necessary and the purposes government should serve.
3. understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
4. knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
5. knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.

6. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good

**Standard 2:** The student understands the role of the citizen in American democracy.

1. understands the history of the rights, liberties, and obligations of citizenship in the United States.
2. understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
3. understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
4. understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.
5. understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.
6. understands the importance of participation in community service, civic improvement, and political activities.
7. understands current issues involving rights that affect local, national, or international political, social, and economic systems.

**Economics**

**Standard 1:** The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. knows the options and resources that are available for consumer protection.
2. understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).
3. understands the variety of factors necessary to consider when making wise consumer decisions.

**Standard 2:** The student understands the characteristics of different

1. understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
2. understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What

goods and services will be produced? How will they be produced? Who will buy them?
3. knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

## Grades 9-12

**Time, Continuity, and Change [History]**

**Standard 1:** The student understands historical chronology and the historical perspective

1. understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
3. evaluates conflicting sources and materials in the interpretation of a historical event or episode.
4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**Standard 2:** The student understands the world from its beginnings to the time of the Renaissance

1. understands the early physical and cultural development of humans.
2. understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
3. understands the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
4. understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
5. understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
6. understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
7. understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
8. understands cultural, religious, political, and technological developments of civilizations in Asia and Africa.
9. understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
10. understands significant cultural, religious, and economic features of civilizations in

Mesoamerica and Andean South America.

11. understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

**Standard 3:** The student understands Western and Eastern civilization since the Renaissance.

1. understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
2. understand significant religious and societal issues from the Renaissance through the Reformation.
3. understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.
4. knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
5. understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
6. understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
7. understands significant political developments in Europe in the 19th century.
8. understands the effects of the Industrial Revolution.
9. analyzes major historical events of the first half of the 20th century.
10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

**Standard 4:** The student understands U.S. history to 1880.

1. understands the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.
2. understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
3. understands the significant military and political events that took place during the American Revolution.
4. understands the political events that defined the Constitutional period.
5. understands the significant political events that took place during the early national period.
6. understands the military and economic events of the Civil War and Reconstruction.

**Standard 5:** The student understands U.S. history from 1880 to the present

1. knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.

2. understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
3. understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
4. understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
5. knows the origins and effects of the involvement of the United States in World War II.
6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.
7. understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
8. knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

**People, Places, and Environments [Geography]**

**Standard 1:** The student understands the world in spatial terms.

1. uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
2. understands the advantages and disadvantages of using maps from different sources and different points of view.
3. uses mental maps of physical and human features of the world to answer complex geographic questions.
4. understands how cultural and technological characteristics can link or divide regions.
5. understands how various factors affect people's mental maps.

**Standard 2:** The student understands the interactions of people and the physical environment.

1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
4. understands the global impacts of human changes in the physical environment.
5. knows how humans overcome "limits to growth" imposed by physical systems.
6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

7. understands the concept of sustainable development.

**Government and the Citizen [Civics and Government]**

**Standard 1:** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).
2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

**Standard 2:** The student understands the role of the citizen in American democracy.

1. develops and defines his or her own political beliefs and tendencies.
2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
6. understands the argument that personal, political, and economic rights reinforce each other.
7. knows the points at which citizens can monitor or influence the process of public policy formation.

**Economics**

**Standard 1:** The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. understands how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.

**Standard 2:** The student understands the characteristics of different economic systems and institutions.

1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.
5. understands basic terms and indicators associated with levels of economic performance and the state of the economy.
6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.